

## **Partnership Agreement**

### **Second Status Report on Implementation of Commitments**

January 24, 2000, Kentucky entered into a partnership with the U. S. Department of Education's Office for Civil Rights to bring the Commonwealth into compliance with Title VI of the Civil Rights Act of 1964.

This, the second of a series of status reports, shows that universities are implementing commitments but to varying degrees. A summary of the implementation activities follows.

#### **I. Enhancement of Kentucky State University**

**Commitment A (2)(a):** By December 31, 1999, CPE and the University will develop a plan, with specific timeframes, for the renovation of Carver Hall, Hathaway Hall, and Young Hall, which are estimated to cost, in total, \$12.5 million. CPE will request that sufficient funds are authorized and these renovations will be under construction by December 31, 2001.

**Status:** All projects were authorized by the 2000 General Assembly. A capital project account has been established for each of the Carver and Hathaway Hall renovations. Project planning is underway.

At the request of KSU President George Reid, the Young Hall Dormitory renovation has been postponed until the 2002-04 biennium. By agreement, October 20, 2000, among the council, OCR, and KSU the council will recommend the project for agency bond authority in the 2002-04 biennium. The council staff will periodically inspect the facility to ensure that KSU maintains it. An inspection March 9, 2001 found the building in good operating condition. (See Appendix A, Attachment A.)

**Commitment A (2)(b):** By December 31, 1999, the University will develop and begin to implement a program of communication and diversity training for all staff to address the continuing division between minority and non-minority faculty and staff.

**Status:** Complete. All administrators, faculty and staff are encouraged by Kentucky State University to communicate their views regarding the campus culture, race relations and conflict resolution and to promote greater understanding and respect for differences. The plan of activities provided by KSU in February 2000 shows speakers, seminars and workshops on diversity are scheduled during academic year 2000-01. (See Appendix A, Attachment B.)

**Commitment A (2)(c):** CPE will ensure that any change in the funding formula will not disadvantage KSU, and will take into account the institution's status as the Commonwealth's historically black university and its unique mission as the Commonwealth's small, liberal arts university. KSU and CPE will periodically review the impact of the benchmark funding process to ensure continued enhancement of KSU. CPE will keep OCR fully apprised, on an on-going basis through the life of this agreement, concerning funding proposals for KSU.

**Status:** A review of the 2000-02 funding for postsecondary education shows that use of benchmarks to identify funding levels at KSU does not disadvantage the university. Analyses indicate that KSU should better allocate and use the money available. KSU is a small public liberal arts institution. Among Kentucky's six comprehensive universities, it has the highest level of public funds per full-time-equivalent student. Its funding per FTE student far exceeds that of the next highest funded university among its benchmarks and Kentucky's comprehensive universities, as it has since the early 1980s when funding increased as part of the original desegregation plan. Analyses examining KSU's funding in relation to non-Kentucky institutions show that

- Among Kentucky's six comprehensive universities, KSU is the highest funded on a per FTE student.
- Compared to its benchmark institutions, the historically black colleges and universities, the public land grant colleges and universities established in 1890, the member institutions of the Council of Public Liberal Arts Institutions, all public institutions in the nation enrolling between 1,000 and 3,000 FTE students, and public liberal arts institutions enrolling between 1,000 and 3,000 FTE students, there is not a combination of institutions that, if selected as KSU benchmarks, would create a need for additional money at KSU.
- KSU is among the best-funded institutions of its size and mission in the county.
- Many of the institutions that KSU aspires to emulate and prefers as benchmarks have achieved their status with far less funding per FTE. KSU exceeds their funding but performs at a far lower level.

The council's 2002-04 budget recommendation will continue to be based on benchmark funding. A key consideration is the amount of public funds that should be generated by tuition and fees. Public funds are tuition and fee revenue, and state and local appropriations. A set percentage for tuition and fees, or budgeted tuition and fees, whichever is lower, would be deducted from the public funding amount to determine the state appropriation objective for each institution.

Based on a review of public funding at the benchmark institutions, the council staff proposed that the standard tuition deduction for the public universities, excluding KSU, be set at 37 percent. A lower standard deduction, 30 percent, is appropriate for the Kentucky Community and Technical College System, the Lexington Community College, and KSU. The lower percentage for KCTCS and LCC reflects the state's commitment to access to postsecondary education for all Kentuckians. The lower percentage for KSU is appropriate given KSU's status as the state's historically black institution and to provide greater access for the student population it serves. (See Appendix A, Attachment C.)

**Commitment A (2)(d):** KSU, the University of Kentucky, the University of Louisville, and CPE will work collaboratively to enhance and strengthen KSU's education program. Specifically KSU will work to significantly narrow the performance rate of its students on the PRAXIS II as compared to the Kentucky statewide performance average.

**Status:** March 19, 2001, the Kentucky Education Professional Standards Board certified its accreditation of KSU's teacher education program. The KSU teacher education program was reviewed by a Board of Examiners consisting of representatives of National Council for

Accreditation of Teacher Education, Kentucky Board of Education, the National Education Association, and the Kentucky Department of Education, and was found to have met 18 of 20 standards. One standard was met with weaknesses (assessment data not consistently used to advise students and inform program improvement decisions). The second standard not met was excessive faculty teaching and advising assignments. KSU disagreed with the review team's conclusion. (See Appendix A, Attachment D.)

The PRAXIS II assessments for 1999-2000 were released March 19, 2001. The pass-rate data for the regular teacher preparation program show that of 37 KSU students taking the assessment, 20 or 54 percent passed. Statewide 2,276 students were assessed, with 2,134 or 94 percent passing. Public universities had 1,531 of 1,636 or 93.6 percent passing the assessment. The institution scoring closest to KSU was Alice Lloyd College, which had an 81 percent pass rate (26 of 32 students). Six institutions, all private, had pass rates below the 94 percent statewide average.

KSU has chosen to work with the University of Kentucky to strengthen academic programs including the teacher education program. The University of Kentucky Academic Services Teacher Certification Program has provided a model to KSU to help students perform better on the PRAXIS II test. In February 2001, KSU sponsored an Educational Testing Service workshop on the PRAXIS II testing program for the education and arts and sciences faculties. (See Appendix A, Attachment E.)

At its April 16 meeting, the council's Committee on Equal Opportunities heard from KSU regarding the university's plans to improve student performance on PRAXIS II. The CEO requested that, by June 1, 2001, KSU submit a report that outlines actions to improve students' performance, program objectives, an implementation schedule, and measures to evaluate the program. The CEO will review the report at the June 25, 2001, meeting.

**Commitment A(2)(e):** The Governor of the Commonwealth and the Governor's Postsecondary Education Nominating Committee will ensure that Kentucky State University's Board of Regents is of the highest caliber.

**Status:** Complete. The governor appointed four new members to the Kentucky State University Board of Regents in July 2000. The appointments resulted from three resignations and ending of one term. With help from the state auditor, the governor's office, the Association of Governing Boards, the council conducted an orientation for the KSU board August 9, 2000.

In July 2001, the governor appoint more regents. Who is appointed will be described in the next Partnership Agreement status report.

## **II. Continuation of the Commonwealth's Efforts to Enhance Campus Climate, Student Recruitment, and Student Retention for African American Students Attending the Historically White Universities and Kentucky State University**

### **Access and Equal Opportunity**

**Commitment A(3)(a):** Each Commonwealth university will continue its respective recruitment and retention activities. During the life of this agreement, the Council will continue statewide programs for middle and high school students designed to assist these students in determining whether to attend college and to assist them in choosing a high school curriculum that will enable them to achieve that goal.

**Governors Minority Student College Preparation Program:** Complete. The nine existing programs are continued; new programs were established at Eastern Kentucky University, Northern Kentucky University, and the Kentucky Community and Technical College System in 2000-01. Recurring funds to support the new programs must be requested as a part of the council's 2002-04 budget recommendation.

June 13-14, 2001, the commonwealth will cosponsor the first statewide conference for participants of the Governor's Minority Student College Preparation Program on the campus of the University of Kentucky. Some 300 students are expected. The program offers academic enrichment to students preparing for college.

Other program activities continued this fiscal year include the African American Academically Proficient High School Senior Conference, the Lexington YMCA Black Achievers, the Louisville Chestnut Street YMCA Black Achievers, the UK Parent and Family Involvement Conference, the Governor's Diversity Day, and the Louisville Defender Minority Expo. (See Appendix B, Attachment A.)

**SREB Compact for Faculty Diversity:** Complete. The commonwealth supported six students in academic year 2000-01. The council will provide non-recurring money to support nine new students in fall 2001. Participation by the comprehensive institutions, as well as the KCTCS, is expected. The availability of additional funds will not be determined until May 2001.

A total of 25 doctoral scholars have been served in Kentucky; 15 students received the doctoral scholarship, while 10 received the dissertation year scholarship. Three doctoral scholars and four dissertation scholars have completed all of the requirements for the doctoral degree. (See Appendix B, Attachment A.)

**Undergraduate Enrollment:** Undergraduate enrollment increased from 5,202 or 7.5 percent to 5,391 or 7.8 percent between fall 1997 and fall 2000 for Kentucky resident African Americans at traditionally white institutions.

**First-Time Freshmen and First-Time Transfers:** In fall 1997, Kentucky resident African Americans made up 1,273 or 8.1 percent of the first-time freshmen and transfer students enrolled

at public institutions. By fall 2000 Kentucky resident African Americans enrolled as first-time freshmen and transfer students had declined slightly to 1,238 or 7.8 percent.

**Kentucky Resident First-Professional Enrollment:** Kentucky resident African Americans enrolled in first professional programs in fall 1999 totaled 89. Forty-two were enrolled in law programs, 40 were in medical programs, and seven in dentistry programs.

Thirty Kentucky resident African Americans were among the first-year, first professional enrollment in fall 1999. Twenty African Americans are enrolled as first year law students, nine in medicine, and one in the dental school.

**Retention of African American Students:** Public institutions enrolled 5,156 or 7.4 percent of resident undergraduate African American students in fall 1996. In fall 1997, African Americans totaled 5,202 or 7.5 percent; in fall 1998, 5,255 or 7.5 percent; in fall 1999, 5,429 or 7.8 percent; and in fall 2000, 5,391 or 7.8 percent.

**Full-and Part-time Undergraduate Enrollment:** In fall 1997, public institutions enrolled 4,090 full-time and 1,112 part-time resident African American students. In fall 1999, there were 4,185 full-time and 1,244 part-time resident African American students enrolled. The resident African American student enrollment increased by 227 students.

In fall 2000, there were 4,212 full-time and 1,179 part-time resident African American students; this is a slight decrease of 38 students. (Full-time enrollment increased 27 students while part-time students decreased by 65.)

**Kentucky Resident Graduate Enrollment:** In fall 1997, the full-time graduate enrollment of Kentucky resident African Americans was 260 and part-time enrollment was 450; in fall 1999, there were 270 full-time, and 439 part-time; and in fall 2000 there were 238 full-time and 438 part-time students in graduate programs.

Kentucky's public institutions enrolled 710 African American residents in graduate programs in fall 1997. In fall 1998, the number of Kentucky resident African Americans enrolled decreased to 693. In fall 1999, the number of Kentucky resident African American students enrolled increased to 709. And, in fall 2000, Kentucky's resident African American graduate enrollment again decreased to 676 students. Between fall 1997 and fall 2000 the enrollment of Kentucky resident African American students had a net loss of 34 students.

**Degrees Awarded to Kentucky Resident African Americans:** In 1999-2000, Kentucky's public universities awarded a total of 734 undergraduate and graduate degrees to Kentucky resident African Americans. Kentucky resident African Americans received 36 or 4.1 percent of the associate degrees.

Kentucky resident African Americans were awarded 498 or 5.2 percent of the total baccalaureate degrees, 174 or 5.7 percent of the master's and specialist degrees, and seven or 5.6 percent of the doctoral degrees. (Only UK and UofL award doctorate degrees.)

In 1998-99, African American undergraduate and graduate students received 748 or 5.2 percent of the degrees awarded. Kentucky institutions awarded 14 fewer degrees to Kentucky resident African Americans in 1999-00.

**First Professional Degrees Conferred:** Kentucky resident African Americans received 19 or 3.0 percent of the first professional degrees awarded in 1999-00, they received 20 or 3.3 percent in 1998-99. A total of six, or 1.9 percent of the law degrees, 10 or 5.2 percent of the degrees in medicine, and four or 4.4 percent of the dental degrees were awarded to Kentucky resident African Americans in 1998-99.

More information about enrollment, retention and degrees is provided in Appendix B, Attachment B.

### **Special Strategies to Increase Retention and Graduation Rates**

**Commitment A(3)(b):** Northern Kentucky University will develop a comprehensive plan to enhance the recruitment of African American students. The Council will review that plan and will assist NKU as appropriate. Strategies will include, at a minimum, increased funding/staff resources in the university's recruitment budget above the 1997-98 funding levels, a vigorous marketing strategy for Kentucky African Americans, and use of best practice methods from Commonwealth universities experiencing success in this area.

**Status:** Complete. The NKU strategies were included in the August 15, 2000, status report to the OCR.

**Commitment A(3)(c):** The Council and the University of Louisville will monitor the proposed Pathways to Success Program and Enrollment Management Program to ensure that these programs do not result in diminished access for African American applicants. If new enrollment of African American students diminishes, the program will be revised to eliminate the negative trend.

**Status:** UofL furnished a report on the Pathways to Success program, which involves a commitment from the University of Louisville, Jefferson Community College, and the Jefferson County Public School System, to increase the level of academic achievement for Kentucky resident African Americans. UofL created Pathways to address the council's 2020 Vision: An Agenda for Kentucky's System of Postsecondary Education. The program plans to meet the mandates by using the following approach:

- A collaboration among UofL, JCC, and JTC that helps students seeking entry to postsecondary education; remedial work, when necessary, will be coordinated among JCC and JTC and UofL, with the two community colleges assuming authority and responsibility for the developmental courses at the locations in which they are taught. UofL will be responsible for improving and developing support services for all students seeking to complete baccalaureate degrees. Both institutions assume responsibility for close curricular coordination, advising and counseling, and career planning and preparation.

- An approach among UofL, JCC, JTC, and JCPS that encourages and better prepares high school students who are, or might wish to consider, entering postsecondary education and provides opportunities for better prepared high school juniors and seniors to earn dual-credit academic coursework with either JCC and JTC or UofL beginning fall 2001.
- Participation by JCPS, JCC, and JTC and UofL in assessing the progress of essential skill areas such as writing, reading comprehension, mathematics, and science and technology in local area middle schools. Core content, learning styles, and close collaboration with faculty at all levels encourages students to focus on life-long learning.

Specific areas of need will be determined by diagnostic testing. Students' placement in remedial or college-level classes will be decided by the results of the assessment. Students requiring remediation will be encouraged to enroll at UofL with JCC and JTC faculty providing instruction. Using the Pathways program students that do not meet the minimum admission criteria are denied admission to UofL and are referred to JCC and JTC.

UofL reported that 20 students signed a contract for Pathways in fall 2000, while 51 signed contracts in spring 2001; 18 of the 20 students or 90 percent were retained from fall 2000 to spring 2001. Additionally, 120 students who originally applied to UofL enrolled at JCC and JTC. They are expected to sign contracts by the end of the spring semester.

The university has hired a director of admissions and transfer services to give advice to students enrolled in Pathways. The director will maintain a database for students referred to JCC and JTC through Pathways. A subcommittee of Commission on Diversity and Racial Equality will also work with Pathways administrators to ensure that the program commitments are achieved, particularly as they pertain to Kentucky resident African Americans.

Finally, Pathways staff meets regularly with internal and external constituent groups to provide information about the program. The groups include faculty, staff and student senates and Jefferson County Public high school counselors and teachers. Brochures have been developed and will be distributed to provide a description of the program. (See Appendix B, Attachment C.)

**Commitment A(3)(d):** By June 30, 2000, the University of Louisville will monitor and report on the effects of the current student support services system to determine if this system has a deleterious impact on student retention or the delivery of support services to students. As appropriate, the University of Louisville will revise the system to ensure satisfactory service delivery.

**Status:** Complete. UofL provided a report that assessed African American students' needs and whether they were being addressed. It also identified best practices that encouraged student retention. Consultants reviewed university offices and departments that offer services to African American students. They asked

1. Do the services address the needs of African American students, reflect best practices, and encourage student retention?
2. Are the services organized for maximum coordination, efficiency and efficacy?

The report includes 18 general observations and 11 recommendations, with emphasis on leadership, increased communication within the university, and greater collaboration universitywide.

The consultants suggested that the university provide better coordination and leadership for services for African Americans. They also recommended greater collaboration and less competition in the delivery of services, better use of resources, and reduced dispersion of offices and services.

Students, faculty, and staff perceived a need for organizational change to address the academic, social and cultural needs of African American students. Among these:

- A credible person to advise and assist in the resolution of issues that face students of color.
- Improving campus climate by increasing the number of African American administrators and faculty.
- A strategic plan that engages the entire university in discussing cultural differences, including outcomes anticipated and strategies for achieving them.

Overall, the consultants concluded that participants' perceive that the university environment has limited coordination and a narrow focus of programs and services for African Americans. Also, some faculty were thought to be insensitive to issues of cultural diversity. At the same time, participants also provided positive comments, among them:

- Some faculty was thought to be genuinely interested in learning how to work effectively with African American students.
- Students, faculty, and staff were thought to have positive perceptions about the university's relationship with Louisville.
- The Black Diamond Choir and the Porter Scholars are sources of pride for many associated with UofL.
- Despite issues and concerns, most African American students, faculty, and staff had positive comments about the institution.
- The university's president leads by example in demonstrating the university's commitment to diversity and to improve the quality of life and academic support for African American students. (See Appendix B, Attachment D.)

**Commitment A(3)(e):** The University of Louisville will consider implementing a freshman summer transition program to enhance the university's ability to retain student populations that have had traditionally low retention rates. The university will report its determination whether to adopt the program by June 30, 2000, and the rationale for the decision.

**Status:** Complete. UofL implemented a freshman summer transition program in 2000. A review of the data reveals that of 44 students entering the program, 39 (89 percent) completed it. Thirty-four of the 39 students enrolled at the university in the fall, and 28 were there in spring 2001. The transition program is being reviewed and revised; a second program will be offered this summer, with 60 students expected to participate. Students will be required to enroll for at



least one credit-bearing class during the summer term. Mandatory support sessions will also complement the course and supply the university with information regarding academic deficiencies. (See Appendix B, Attachment E.)

**Commitment A(3)(f):** The Council and the following universities will work collaboratively to develop strategies to increase the retention and graduation of African American students: Northern Kentucky University, Murray State University, University of Louisville, Western Kentucky University, and Eastern Kentucky University.

**Status:** Complete. The council, working with the institutions, adopted an Action Agenda that includes goals to increase postsecondary education enrollment. The Action Agenda focuses on the quality of education, use of technology, and other resources, underserved populations, and employment. The institutions developed summaries of actions that will be taken to accomplish the goals of the Action Agenda. Summary data was included in the August 15, 2000, status report.

**Commitment A(3)(g):** CPE and all eight universities will work collaboratively to increase the number of African American students enrolled in Kentucky's professional and graduate schools. To achieve this goal, CPE and the eight institutions will consult with each other to identify successful recruitment programs and share promising practices.

**Status:** Complete. Five of the eight universities submitted reports that list specific programs, activities, and innovative collaborative efforts to increase African American enrollment in Kentucky's professional and graduate schools. A summary of the programs and practices at the five institutions can be found below.

Eastern Kentucky University identifies and recruits African American students from the undergraduate population at the institution, offers graduate assistantships, scholarships and fellowships to Kentucky resident African Americans, and annually co-sponsors a Multicultural Career Fair emphasizing graduate study. ECU identified the following initiatives to increase African American representation in professional and graduate programs:

- Recruit African American students from other institutions that do not offer graduate studies or the student's major.
- Work collaboratively and develop partnerships with other institutions to enroll African American students in graduate programs.
- Encourage full-time faculty employees at ECU to pursue graduate studies through the six hours per semester paid by the institution and the state.
- Establish a forum for African American graduate students at ECU.

Over the last five years, Northern Kentucky University's graduate and law schools have used a variety of initiatives to increase African American enrollment and retention. They included scholarships, orientation programs, academic assistance programs, and improvement of the campus climate. NKU has both employed and promoted people who work to increase African Americans in the graduate and law schools. Kentucky has a reciprocal agreement with Ohio, and six southeastern Indiana counties to allow students enroll at NKU at the in-state tuition rate. As

part of the new marketing plan, NKU advertises in major regional newspapers to promote its graduate programs.

NKU works with UK and UofL to recruit Kentucky State University students to Kentucky's law schools. Though NKU representatives visit KSU four times a year, typically, no African American student has enrolled at Chase Law School through the cooperative program since 1995. NKU is considering:

- Use of the Black American Law Student Association to recruit African Americans.
- Extending the recruitment range to include every relevant undergraduate institution in the nation.

The University of Kentucky graduate schools made a commitment to increase diversity and the quality of graduate students through a joint effort involving all divisions and levels. Funding from the university has strengthened efforts to improve retention of graduate students by 10 percent, increase both the selectivity and number who enroll, and revamp recruiting to produce an increasingly diverse and better prepared group of students.

The UK associate dean for recruitment and diversity offers leadership for recruitment; conducts informational sessions for faculty, administrators and students at UK and other states; allocates fellowships and other special funding; directs summer research programs, advertises in local and national publications, and recruits diverse groups of graduate students. UK has also been represented by the associate dean and a large group of faculty and doctoral students at graduate school fairs and the Graduate Record Exam (GRE) forums in the Midwest and Southeast during the past five years. The graduate school forwards potential applicants' materials to the graduate program in which they express an interest so that staff can follow-up. Potential students are encouraged to visit the UK web site and link to the graduate school or the directors or faculty for the chosen programs. UK representatives go to science fairs, engineering conferences, Southern Regional Educational Board conferences, and other events.

UK's Chandler Medical Center developed various activities to increase the number of African American students in the medical, nursing, allied health, dentistry and pharmacy programs. They include:

- Enrichment projects
- Summer preparatory programs
- Out-of-state conferences
- National association conferences, seminars and recruitment fairs
- Pre-professional seminars for students interested in careers in health
- KSU's pre-health professions organization (participation in the UK College of Dentistry and Medicine)
- Pre-entry programs for incoming African American students to strengthen their networking experiences
- Monthly lunches for students to meet with peers and learn of upcoming cultural events
- Rites of passage ceremonies that allow UK and minority students to pledge to work toward success and to acknowledge and celebrate their success

UK's College of Law has several programs designed to recruit African Americans:

- Annual minority student visitation conference with a free LSAT test preparation seminar
- Annual visits to KSU to discuss opportunities in law
- Visits to Kentucky schools to recruit undergraduates interested in law
- Participation in the Kentucky Chief Justice's Subcommittee on Diversity in the Legal Profession
- Discussion of initiatives for additional contacts between the College of Law and UK's minority undergraduates considering law school

The graduate schools at the University of Louisville subscribes to the GRE Services (formerly called Minority Graduate Student Locator Services), places advertisements in Black Issues in Higher Education and similar publications targeted at minorities, and participates in the Southern Regional Education Board Compact for Faculty Diversity. An African American has been appointed to the position of associate dean of the graduate school. Although his specific assignments are not limited to student recruitment, he will help the graduate school with African American student recruitment, enrollment, retention and graduation initiatives. Successful programs include:

- The minority teacher recruitment project
- Community Partnerships involving the School of Nursing
- The Pan African Studies Department's authorization to offer a graduate certificate in Pan African Studies

The University of Louisville Brandies School of Law offers outreach programs with the Louisville Bar Association, the Law and Government Academy, Black Achievers Law Day, and the Central High School's Law Career Program. The university also provides scholarship assistance and summer enrichment programs for select students. Representatives of UofL, UK, and NKU Schools of Law visit Kentucky State University several times a year to meet with prospective law school applicants. This cooperative program has had limited success.

The University of Louisville School of Dentistry will double its efforts to increase the enrollment of African American students by focusing on recruitment and outreach initiatives as well as create a welcoming environment to attract African Americans. Several pipeline programs are in place. They include:

- Kentucky State University Cooperative Agreement
- Health Career Opportunity Programs
- Louisville Health Professions Partnership

The dental school helps students in the Student National Dental Association, provides funding for organizational leadership, expanding recruitment of African American faculty, and students by building relationships with HBCUs, and participate in minority recruitment and retention conferences with the medical school.

The University of Louisville medical school offers the following programs at the pre-college, undergraduate and medical school levels:

- Medical school admission counseling
- Application assistance
- Prematriculation program
- Medical education development program
- Retention programs
- Student National Medical Association Chapter
- UofL Health Sciences Center Pathway (Outreach) Programs
- Louisville Health Professions Partnership
- Health Careers Opportunity Program
- NorthWest AHEC Health Careers Programs
- Professional Education Preparation Program

Western Kentucky University identified a range of ways to increase African American students enrolled in professional and graduate programs in Kentucky:

- Encouraging graduate students to work closely with graduate faculty from different programs across campus to promote participation in college fairs and other recruiting functions.
- Offering the Minority Assistantship Program.
- Participating in Cooperative Master's Programs and Cooperative Doctoral Programs with other institutions in Kentucky (Eastern Kentucky University, the University of Kentucky and the University of Louisville).
- Encouraging graduate study staff to attend various career day activities to cultivate and maintain a high level of awareness.
- Providing special programs (minority administrators, student affairs, minority teachers), through the College of Education and Behavioral Sciences Department of Educational Leadership and Teacher Education.

Kentucky State University, Morehead State University, and Murray State University did not submit any additional information to supplement the reports included in the report on the status of the Partnership Agreement submitted to the OCR in August 2000. (See Appendix B, Attachment F.)

### **Campus Environment Teams**

**Commitment A(3)(h):** By March 31, 2000, each university in Kentucky will create a campus environment team responsible for addressing campus and campus/community issues with the goal of improving the campus climate for minority students. The universities will continue to support student organizations that enhance the co-curricular experiences of minority students. To this end, CPE and CEO will identify the Commonwealth universities that have experienced success with creating a positive, nurturing environment for African American students and assist

the remaining universities in replicating this atmosphere through resource and information sharing.

**Status:** Each university has established a campus environment team or it's equivalent. Several campuses, University of Kentucky, University of Louisville, and Western Kentucky University have longstanding committees with functions that are the equivalent of a CET. The CETs at Eastern Kentucky University, Murray State University, and Northern Kentucky University, although properly constituted and given a charge, had difficulty understanding their function as committees and how to work with the university presidents. Kentucky State University and Morehead State University established CETs that were not functioning well when the CEO and OCR visited in fall 2000.

At the time the CEO and the OCR staff visited the campuses to monitor implementation of the agreement, some CETs were meeting but not at times or locations that allowed the public to participate. The CETs did not give public notice of the meeting schedules, agenda, or location. (See Appendix B, Attachment G.)

**Commitment A(3)(i):** The universities will continue and strengthen their extensive efforts to ensure and enhance the diversity of their faculty, staff and cabinet level positions. Such initiatives may include increased participation with the Southern Regional Educational Board's Compact for Faculty Diversity and such activities as wide-area advertising of vacancies, attendance at conferences in academic disciplines, and maintaining networks of contacts for the purpose of enhancing the diversity of applicant pools for vacancies on campus. The institutions will also continue to implement hiring procedures that ensure minority applicants are given full and fair consideration for the positions for which they are qualified.

**Status:** Compared to fall 1999, in fall 2000, there were fewer tenured African American faculty but more non-tenured faculty and executive, administrative, or managerial staff.

Employment of faculty: In fall 2000, African Americans made up 246 of 5,129 or 4.8 percent of total faculty, 116 or 3.7 percent of tenured faculty, and 130 or 6.4 percent of non-tenured faculty. Among the predominately white institutions, UofL employed the most African American tenured faculty (37 or 5.4 percent) and non-tenured (24 or 5.9 percent) while Morehead employed the fewest African American tenured faculty (3 or 1.7 percent) and non-tenured (6 or 4.5 percent). KSU employed 12 or 28.6 percent African American tenured faculty and 24 or 44.4 percent, non-tenured.

In fall 1999, African Americans made up 257 of 5,208 or 4.9 percent of total faculty, 118 or 3.7 percent of tenured faculty, and 139 or 6.9 percent of non-tenured faculty at Kentucky's public universities. Among the traditionally white institutions, UK employed the greatest number of tenured African American faculty (33 or 2.9 percent) and non-tenured (29 or 4.9 percent). Morehead employed the fewest tenured African American faculty (2 or 1.2 percent) and non-tenured (7 or 5.0 percent). KSU employed 19 or 29.7 percent tenured and 16 or 43.2 percent of non-tenured African American faculty.

Employment in Executive, Administrative, or Managerial Positions: In fall 2000, African Americans held 96 or 9.7 percent of the executive, administrative, or managerial positions. Among the traditionally white institutions, UofL employed the greatest number of African Americans in executive, administrative, or managerial positions (23 or 9.6 percent) while Morehead employed the fewest African American in executive, administrative, or managerial positions (2 or 4.2 percent). KSU employed 29 or 76.3 percent African Americans in executive, administrative, or managerial positions.

In fall 1999, African Americans held 92 or 9 percent, of the executive, administrative, or managerial positions. Among the traditionally white institutions, UofL employed the greatest number of African Americans in executive, administrative or managerial positions (19 or 8.6 percent). Morehead employed the fewest African Americans in executive, administrative, or managerial positions (2 or 3.9 percent). KSU employed 31 or 73.8 percent African Americans in executive, administrative, or managerial positions. (See Appendix B, Attachment H.)

### **Personnel Responsible for Access and Equal Opportunity Programs**

**Commitment A(3)(j):** Each university will ensure that the person who is delegated responsibility for access and equal opportunity attends, or has reasonable access to, the president's cabinet meetings.

**Status:** Complete. The primary person responsible for monitoring the implementation of the Kentucky Plan for Equal Opportunities and the Partnership Agreement with the OCR either attends the president's cabinet meeting or meets separately with the president to discuss access and equal opportunity programs and issues. Summary information was included in the August 15, 2000, status report to the OCR.

### **Special Reports**

The OCR requested special reports from two institutions. Both institutions responded by providing the requested information. The reports requested were strategies to increase recruitment efforts at Northern Kentucky University: identification of strategies that have been employed as well as those in the planning stages and review of student support services at the University of Louisville services available to African American students and the impact the services have on retention. Appendix C.

### **III. OCR Commitments**

**Commitment B(1):** The OCR commits to providing technical assistance to the Commonwealth, the universities and the community colleges, as requested, in developing programs and activities to enhance the climate for African American students, faculties, and staffs in the campuses of the Commonwealth's public institutions of higher education.

**Status:** No requests.

**Commitment B(2):** The OCR will provide Kentucky with technical assistance in identifying promising practices to increase African American students' access to, retention in, and graduation from the Commonwealth's public higher education institutions and will share with Kentucky other information relevant to the issues addressed by the Partnership.

**Status:** Kentucky institutions have been invited to participate in a 1½-day conference on diversity issues and partnership agreements in July 2001. The conference will provide a forum for discussing diversity issues, the OCR monitoring process, best or worst practices, affirmative action in postsecondary education, and the impact of the partnership agreements. The OCR is hosting the conference.

**Commitment B(3):** The OCR commits to providing technical assistance, as requested, to KSU to assist the university in addressing the division between minority and non-minority faculty and staff.

**Status:** KSU has not made any requests.

**Commitment B(4):** The OCR will work collaboratively with the council to host a conference in the spring of 2000 on campus diversity for all institutions of postsecondary education in the Commonwealth.

**Status:** Complete. A campus diversity conference, co-sponsored by the Commonwealth and the OCR, was held September 25-26, 2000, in Louisville, Kentucky.

**Commitment B(5):** The OCR will work cooperatively with Kentucky to implement the commitments set forth in this Partnership agreement and will provide regular feedback and constructive assistance to Kentucky on meeting these commitments.

**Status:** The OCR has responded to all requests.

**Commitment B(6):** The OCR agrees to complete all review work in a timely manner.

**Status:** The OCR has responded to all requests.

#### **IV. Monitoring**

**Commitment C:** The Council, the CEO, and the OCR commits to closely monitoring the institutions' implementation of these commitments through the review of annual reports prepared by each institution. The OCR will conduct annual site visits to each institution to assess and report on the institution's success and to provide technical assistance where necessary.

**Status:** The CEO and OCR have completed the first round of site visits to all university campuses. The OCR is completing reports on those visits outlining the findings and recommendations. The reports are to be used by the institutions to make adjustments in their strategies to comply with the partnership agreement.

After the first round of campus visits, the OCR recommended, with agreement by the council and the CEO, that the second round of visits scheduled for calendar year 2001 be postponed (except for Kentucky State University). Postponing the 2001 visits is intended to allow institutions sufficient time to see the results of new strategies and to implement the recommendations from the report of the earlier visit. The OCR and CEO will Visit Kentucky State University in September 2001.